

Childminder report

Inspection date: 9 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder's home is warm and welcoming. She provides a range of resources accessible to the children. Children are motivated to play, explore and learn. They enter the setting happy and confidently separate from parents. They form secure bonds and positive relationships with the childminder. Children demonstrate good concentration skills and are curious in their play. For example, children build towers with number boxes. They step back admiring their creation, commenting 'I did it' and 'it's taller than me'. The childminder provides constant praise, such as 'good job' and 'well done'. This contributes towards children's developing self-esteem.

For their age and stage of development, young children happily play alone or alongside other children. They behave well and have very warm and positive relationships with one another. The childminder has high expectations of them. She reminds them to share and take turns. They display good manners. Children say please and thank you throughout the day. They follow instructions and rules, for example, the children pack away the toys before getting something new out to play with, singing with the childminder their 'tidy-up song'.

What does the early years setting do well and what does it need to do better?

- The childminder gets to know the children well from the start. She gathers detailed information on what they already know and can do. The childminder understands their interests and uses these to plan activities to develop their learning. For example, when children are interested in role playing as a doctor, the childminder encourages this by pretending to be a patient. She incorporates new language, such as 'stethoscope'.
- Children sit together at mealtimes. This allows children to have meaningful discussions and learn table manners. Children develop self-care skills for some of their personal needs. For example, older children use the toilet by themselves independently and attempt to cut up their fruit for snack time. However, occasionally, the childminder completes the tasks that children are capable of mastering themselves, such as washing their own hands and wiping their noses. Consequently, the childminder does not always use the opportunities to extend children's independence and self-care skills.
- The childminder has a good understanding of how to support children with special educational needs and/or disabilities. She builds links with professionals from the local authority and works closely with them, where appropriate, to ensure that children receive the necessary support to help them achieve their learning goals.
- The childminder has good links with other early years professionals. She regularly attends local childminder groups to discuss best practice and share ideas. The childminder reflects on her own practice, and this positively influences

the learning experience for children. She regularly takes part in professional development opportunities to improve her practice and keep her knowledge up to date.

- Children enjoy a wide range of experiences outside the childminder's home, for example, they enjoy trips to the local parks and zoos. The children regularly attend a childminder's group, to engage in activities and develop social skills. The childminder is mindful of offering a range of opportunities to broaden children's knowledge of the wider world.
- The childminder has good relationships with parents. She regularly engages with them on a daily basis, sharing information about their day through communication books and sending photos. Parents give positive feedback about the childminder. They comment that they are 'so happy with her warmth, really happy'. However, the childminder does not always consider ways to further support parents to continue their child's learning at home.
- Children engage with the shape sorters, developing their concentration, fine motor and problem-solving skills. They excitedly shout, 'I did it'. The childminder praises the children, adding mathematical language, such as 'biggest' and 'smallest'. These experiences help give children a secure base knowledge of mathematics.
- The childminder uses observations and completes progress checks. She plans children's next steps in learning. However, these are not always precise enough or do not provide challenge for children to maximise their learning fully.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs and symptoms that may show a child is at risk of harm. She regularly attends safeguarding training to keep her knowledge up to date and knows who to contact should she have any concerns. The childminder is knowledgeable regarding local safeguarding concerns, such as domestic abuse and radicalisation. She also knows what to do if an allegation arises regarding herself or a household member. The childminder ensures that children are kept safe in her care, for example, external doors are always locked to prevent unauthorised persons entering the home.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- build on the good partnerships with parents further by offering more ideas and information to help parents continue children's learning at home
- carefully consider the next steps for each child, and use this to plan more precisely to provide challenge and maximise their learning
- use opportunities for children to complete tasks for themselves and promote

their independence even further.

Setting details

Unique reference number	EY449713
Local authority	Bristol City of
Inspection number	10276629
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	25 July 2017

Information about this early years setting

The childminder registered in 2012. The childminding service operates on Monday, Tuesday, Wednesday and Thursday throughout the year. The childminder receives funding for early education for three-year-old children. She holds an early years qualification at level 6.

Information about this inspection

Inspector

Vicky Burns

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint evaluation of an activity.
- Discussions were held with the childminder and children at appropriate times throughout the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents through verbal and written feedback provided.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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